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AUTHOR Grignetti, Mario C.; And Others
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ABSTRACT

NLS-SCHOLAR is a prototype system that uses artificial intelligence techniques to teach computer-naive people how to use a powerful and complex editor. It represents a new kind of computer-assisted instruction (CAI) system that integrates systematic teaching with actual practice, i.e., one which can keep the user under tutorial supervision while allowing him to try out what he learns on the system he is learning about. NLS-SCHOLAR can also be used as an on-line help system outside the tutorial environment, in the course of a user's actual work. This capability of combining on-line assistance with training is an extension of the traditional notion of CAI. The techniques used in NLS-SCHOLAR are general and can be applied to a wide variety of computer related activities. Examples of the system's capabilities are provided. (Author/DGC)

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AN "INTELLIGENT" ON-LINE ASSISTANT AND TUTOR: NLS-SCHOLAR

Mario C. Grignetti
Catherine Hausmann
Laura Gould

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NLS SCHOLAR was developed mainly on a contract with Hanscom Field. Three parts of the project were carried out under this contract: 1) The dialogue analysis on which the design of the system was based, 2) the writing of a primer for tutoring NLS, and 3) the building of LISP-NLS, the version of NLS which the student works with.

Block No. 20 (ABSTRACT cont)

NLS-SCHOLAR can also be used as an on-line help system outside the tutorial environment, in the course of a user's actual work. This capability of combining on-line assistance with training is an extension of the traditional notion of CAI.

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AN "INTELLIGENT" ON-LINE ASSISTANT AND TUTOR: NLS-SCHOLAR

by
Mario C. Grignetti
Catherine Hausmann
Laura Gould

Bolt Beranek and Newman Inc.
Cambridge, Massachusetts

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ABSTRACT

NLS-SCHOLAR is a prototype system that uses Artificial Intelligence techniques to teach computer-naive people how to use a powerful and complex editor. It represents a new kind of Computer Assisted Instruction (CAI) system that integrates systematic teaching with actual practice, i.e., one which can keep the user under tutorial supervision while allowing him to try out what he learns on the system he is learning about.

NLS-SCHOLAR can also be used as an on-line help system outside the tutorial environment, in the course of a user's actual work. This capability of combining on-line assistance with training is an extension of the traditional notion of CAI.

The techniques used in NLS-SCHOLAR are general and can be applied to a wide variety of computer related activities.

AN "INTELLIGENT" ON-LINE ASSISTANT AND TUTOR: NLS-SCHOLAR

INTRODUCTION

NLS-SCHOLAR is a prototype system that uses Artificial Intelligence techniques to teach computer-naive people how to use the powerful and complex editor of NLS.* This teaching is accomplished by presenting a sequence of lessons. During each lesson the student may interact with the system by asking and answering questions, performing tasks which are posed by the system, and performing tasks of his own choosing. Tasks are actually executed using our own implementation of NLS EDIT.** Those tasks which have been posed are evaluated by the system, and the student is given encouragement, advice, and assistance.

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*NLS, the oN Line System, is a sophisticated modular system which is being used increasingly as an aid in writing, re-organizing, indexing, publishing, and disseminating information of all kinds [1]. It was developed by Douglas Engelbart and his co-workers at the Augmentation Research Center of the Stanford Research Institute.

**Our system has not yet been interfaced with the real NLS. NLS-SCHOLAR uses LISP-NLS, a partial implementation of NLS's EDIT subsystem written in INTERLISP. The actual interfacing with NLS has been contemplated in LISP-NLS's design, and we hope it will take place in the near future. In the remainder of this paper we shall refer to LISP-NLS as NLS, except where it is important to point out the difference.

NLS-SCHOLAR has been designed with the belief that procedural knowledge is best learned 'by doing' [2,3]. It represents a new kind of Computer Assisted Instruction (CAI) system that integrates systematic teaching with actual practice, i.e., one which can keep a student under "intelligent" tutorial supervision while allowing him to try out what he learns on the very system he is learning about. Thus the system "knows" what the student is doing and can point out his mistakes, give specific help, show him how to do things and even do them for him.

NLS-SCHOLAR is designed so that it can also be used as an on-line help system outside the tutorial environment, allowing users to ask questions arising in their actual work, with NLS-SCHOLAR being aware of what they are doing and answering accordingly. Thus the system can take the lead at first, and fade smoothly into the background as users become proficient. This capability of integrating on-line assistance and training is an extension to the traditional notion of CAI.

Although preserving the flavor and interaction characteristics of SCHOLAR,* NLS-SCHOLAR is an almost entirely new system, its underlying philosophy and approach owing much to Brown's SOPHIE system [7,8]. NLS-SCHOLAR is a prototype for an artificially intelligent system that can offer computer users stand-alone on-line help ranging from occasional assistance to full tutorial guidance and supervision.

---

*SCHOLAR, conceived and first developed by the late Jaime R. Carbonell, is an interactive mixed-initiative CAI system dealing with the geography of South America [4,5]. It is capable of answering freely interspersed questions posed by the user in the course of a tutorial session, and it uses teaching strategies similar to those of a good human tutor [6].

OVERVIEW

NLS-SCHOLAR has the following capabilities:

a) When used in tutorial mode, it delivers a series of lessons designed for gradual understanding of NLS concepts and commands. Within these lessons, the system pauses to ask the student questions and to propose editing tasks for him to perform using NLS. A student's responses to questions and his performance of tasks are evaluated by the system and if he makes an error, the nature of his mistake is pointed out and appropriate action taken. For example, if a question is answered unsatisfactorily, NLS-SCHOLAR proposes another question of the same kind. If a task is performed incorrectly, depending on the magnitude of the error, NLS-SCHOLAR either resets it for the student to try again, or asks him to proceed and try to fix his mistake, aided by the information NLS-SCHOLAR provides.

b) The user can formulate requests in relatively unconstrained English. The requests can be questions about NLS concepts or about the state of his work, requests for help in doing a task, or even NLS commands expressed in English. The system is "aware" of what the user is currently doing so that his requests for help can be answered within the context of the problem he is working on. Thus NLS-SCHOLAR not only tells him "The general procedure is..." but also "In your case, what you should do is...".

c) NLS-SCHOLAR has the ability to use a person's work space (the NLS file he is currently working on) to show him how to perform editing actions. This gives the system much of the flavor of a human tutor, as if he were taking the student's place at the terminal and saying "Watch me do it for you".

d) NLS-SCHOLAR is very friendly. Students can ask questions whenever it is their turn to type, make mistakes safely, ask for help doing tasks, and give up and be rescued by the system.

These capabilities allow people to learn from explanation, learn by doing, and learn by asking questions. Their tight integration within a working environment makes NLS-SCHOLAR a powerful assistant to its users.

DEMONSTRATING NLS-SCHOLAR'S CAPABILITIES

The flavor of NLS-SCHOLAR is best conveyed by an annotated demonstration protocol which was actually obtained on-line using the latest version of the system. First a few helpful comments:

It is difficult to give a demonstration of a system's capabilities "in vacuo"; questions asked by a student or by the system, as well as tasks proposed and evaluated, arise more naturally and make more sense in the course of a lesson. Since this is a demonstration protocol, our "student" (actually one of the authors) is very obliging and does the appropriate things at the right times to demonstrate specific characteristics of the system.

NLS-SCHOLAR uses two bodies of text as its working examples, one a breakfast menu (see figure 1) and the other a dinner menu. In the course of a lesson, students learn how to change the contents (and appearance) of these menus by performing editing operations. Menus were chosen as examples because of their direct appeal and general intelligibility, and because the shortness of their entries makes them easy to work with.

In the interest of brevity,* the protocol starts at a point well along in the student's learning of NLS -- he has been told about NLS files, how to load them, print them, delete and insert statements, etc. He is about to be taught now to use the Substitute command to effect a change in the breakfast menu. Notice that what the student actually typed is underlined and that our annotations appear in italics.

Readers familiar with NLS may fail to recognize it as the system depicted in the protocol. This is because NLS-SCHOLAR teaches the use of a newly emerging version of NLS not yet generally available.

---

*For a complete demonstration of the present capabilities of NLS-SCHOLAR, see the protocols included in reference [2].

```
<NLS-SCHOLAR>BREAKFAST.LNLS;1  1-OCT-74  03-50  CLH  ;
  1  JUICE
     1A  ORANGE
     1B  GRAPEFRUIT
  2  CEREAL
     2A  OATMEAL
         2A1  WITH RAISINS
     2B  CREAM OF WHEAT
     2C  CORN FLAKES
  3  EGGS
     3A  SCRAMBLED
     3B  FRIED
         3B1  SUNNY-SIDE-UP
         3B2  OVER-EASY
     3C  BOILED
  4  BEVERAGE
     4A  HOT CHOCOLATE
     4B  TEA
         4B1  WITH LEMON
         4B2  WITH SUGAR AND CREAM
     4C  COFFEE
```

Figure 1: The BREAKFAST File

SUBSTITUTE WORD IN STATEMENT

Before we end this lesson, I'd like to show you how to change the content of statements which have already been inserted in your file.

You've learned how to correct errors by deleting an entire statement and inserting a new one in its place. The Substitute command may be used to change just a word or even a single character at a time. For example, here's how you can change a word in statement 2A1 so that it reads WITH DATES instead of WITH RAISINS.

```
EDIT C: (Su )bstitute C: (W )ord in  C: (S )tatement at  A: (2A1
)(<CR>);
 <New WORD> T: (DATES)(<CR>);
 <Old WORD> T: (RAISINS)(<CR>);
Finished? Y/N: (Y) OK: (<CR>);
Substitutions made: 1
EDIT C: (Do )ne OK: (<CR>);
```

NLS-SCHOLAR performs a command for the student much as a human tutor would by leaning over the student and typing the command on the student's terminal. Parentheses enclose what the "tutor" actually "types", separating it from the echoes and responses printed by NLS.
<CR> is just a symbol to denote that the "tutor" depressed the return key. The semicolon is NLS's echo to <CR>.

You can see that I've specified that I want to substitute one word in statement 2A1 for another; the new word DATES is to be substituted for the old word RAISINS.
(There is no restriction that the items substituted for one another be of the same length.)

To do this I typed only 'Su W S 2A1 <CR>' to produce the first line; I typed 'DATES <CR>' and 'RAISINS <CR>' to produce the second and third. The remaining characters are all printed by NLS.

NLS asks 'Finished?' since more than one substitution can be made at a time. If I had typed 'N' for no instead of 'Y' for yes, it would have prompted for another <New WORD> and <Old WORD> pair.

After I typed 'Y' NLS asks for further confirmation with OK: to which I responded with a <CR>.

When the command has been executed, NLS tells how many substitutions have been made. If there had been two instances of RAISINS in statement 2A1, both would have been changed to read DATES.

Statement 2A1 is now the current statement. Please print it.

Student typing is underlined.

TASK 41

EDIT C: /
 ==>WITH DAT
EDIT C: ↑
 2A OATMEAL

The student confuses the \ command, which prints the current statement, with the / command that shows the current position of the control marker. Realizing his mistake, he fumbles with the other one-character commands he can remember. First he tries ↑ which prints the previous statement (2A), and makes it become the current statement.

EDIT C: %

 2A1 WITH DATES
EDIT C: Done OK: ;

Next the student depresses the LINE FEED key which echoes as %, giving him the next statement (2A1), making it current.

You printed too many statements.
This is what I wanted you to print:
 2A1 WITH DATES

The task is evaluated.

Please redo just the printing
part of this task. Your file is unchanged.

NLS-SCHOLAR is really determined to get the student to review how to print the current statement.

continuation of TASK 41

EDIT C: *What command prints the current statement?*

THE USER PRINTS THE CURRENT STATEMENT USING THE
\ COMMAND.

Failing to remember the appropriate one-character command, the student gives up and asks for help.
Questions can be asked anytime it is the student's turn to type.
NLS-SCHOLAR answers this question by retrieving information from its own internal, descriptive data base.

continuation of TASK 41

EDIT C: \
 2A1 WITH DATES
EDIT C: Done OK: ;

QUESTIONS?

**

The student chooses to ask no questions at this time.

Try the Substitute command yourself by substituting the word
OAT for CORN in the statement containing "CORN FLAKES".

TASK 42

EDIT C: *What statement contains "CORN"?*

THE STATEMENT CONTAINING "CORN" IS:
 2C CORN FLAKES

The student wants to know what the correct statement number is for him to type. The system obtains the answer by actually looking into the student's work space -- the answer is not stored (it cannot be!) in the internal data base.
The system interprets correctly most of the common paraphrases of this type of question, e.g.
"What is the statement containing ..."
"What statement contains ..."
"Where is ...", etc.

continuation of TASK 42

EDIT C: Substitute C: Word in C: Statement at A: 2C;
 <New WORD> T: CORN;
 <Old WORD> T: OAT;
Finished? Y/N: Y OK:_;
Substitutions made: 0
EDIT C: Done OK:_;

The student switches around the new and the old words, so no change is made.

You should have altered the file
so that this part of it
    2B CREAM OF WHEAT
    2C CORN FLAKES
 3 . . .

would look like this:
    2B CREAM OF WHEAT
    2C OAT FLAKES
 3 . . .

But you did not alter the file.

Please try to repair your
mistake. The file is as you left it.

NLS-SCHOLAR shows the student what the result of this command should have been if he had performed the task correctly as opposed to the result which he obtained. With this information, the student can "debug" his performance of the task.

continuation of TASK 42

```
EDIT C: Substitute C: Word in  C: Statement at  A: 2C;
 <New WORD> T: OAT;
 <Old WORD> T: CORN;
Finished? Y/N: Y  OK:_;
Substitutions made: 1
EDIT C: Done OK:_;
```

Now print your result.

TASK 43

```
EDIT C: Print OK:/C:_;
       2C CAT FLAKES
    3 EGGS
       3A SCRAMBLED
       3B FRIED
          3B1 SUNNY-SIDE-UP
          3B2 OVER-EASY
       3C BOILED
    4 BEVERAGE
       4A HOT CHOCOLATE
       4B TEA
          4B1 WITH LEMON
          4B2 WITH SUGAR AND CREAM
       4C COFFEE
EDIT C: Done OK:_;
```

NLS allows the student to type as little or as much of each command as he likes, providing it is unambiguously denoted. Here he chooses to type all of it since the command is so short.

```
You printed too many statements.
This is what I wanted you to print:
 2C OAT FLAKES
```

Please try to print what I wanted. The file is as you left it.

continuation of TASK 43

```
EDIT C: \
 2C OAT FLAKES
EDIT C: Done OK:_;
```

Good. The noun 'WORD' refers to the fact that whole words are involved, not just parts of words; but it does not imply that a single word only may be provided as either the <New WORD> or the the <Old WORD>. Use the Substitute command to change statement 2A1 again, this time to read WITH BROWN SUGAR AND CREAM instead of WITH DATES and print your result.

TASK 44

```
EDIT C: Substitute C: Word in  C: Statement at  A: 2A1;
 <New WORD> T: WITH BROWN SUGAR AND CREAM;
 <Old WORD> T: DATES;
Finished? Y/N: Y  OK:_;
Substitutions made: 1
EDIT C: Done OK:_;
```

I wanted you to change
this part of your file:

```
    2A OATMEAL
       2A1 WITH DATES
    2B . . .
```

into this:

```
    2A OATMEAL
       2A1 WITH BROWN SUGAR AND CREAM
    2B . . .
```

But you changed this part of it:

```
    2A OATMEAL
       2A1 WITH DATES
    2B . . .
```

into this:

```
    2A OATMEAL
       2A1 WITH WITH BROWN SUGAR AND CREAM
    2B . . .
```

I have restored the file as it was
at the beginning of this task. Please start over.

TASK 44

EDIT C: *How does one do this?*

The student is lost and asks for help.

THE USER TYPES 'SUBSTITUTE ', FOLLOWED BY 'WORD ', 'STATEMENT ', '2A1', <CR>, 'BROWN SUGAR AND CREAM', <CR>, 'DATES', <CR>, 'Y', <CR>, '\', A <SPACE>, 'DONE ', AND <CR>.

NLS-SCHOLAR can show him what to do, as well as...

continuation of TASK 44

EDIT C: *Please do it for me*

...actually do it for him!

```
EDIT C: (Substitute ) C: (Word ) in  C: (Statement ) at  A: (2A1
)(<CR>);
 <New WORD> T: (BROWN SUGAR AND CREAM)(<CR>);
 <Old WORD> T: (DATES)(<CR>);
Finished? Y/N: (Y)  OK: (<CR>);
Substitutions made: 1
EDIT C: (\ )
 2A1 WITH BROWN SUGAR AND CREAM
EDIT C: (Done ) OK: (<CR>);
```

QUESTIONS?

NLS

The student can summon NLS in order to practice (or just to play) without fear of messing up his work.

...USING A DISPOSABLE COPY OF YOUR CURRENT FILE

```
EDIT C:  Print  OK:/C:  Statement at A: 2B;
 V: _;
2B  CREAM OF WHEAT
EDIT C: Substitute C: Character in  C: Statement at  A: 2B;

 <New CHARACTER> T: U;
 <Old CHARACTER> T: EA;
Finished? Y/N: Y  OK: _;
Substitutions made: 2
```

The student replaced the characters EA for U.

```
EDIT C: \
2B CRUM OF WHUT
```

```
EDIT C: Print  OK:/C: Branch at  A: "EGGS";
 V:_;
  3  EGGS
     3A  SCRAMBLED
     3B  FRIED
         3B1  SUNNY-SIDE-UP
         3B2  OVER-EASY
     3C  BOILED
EDIT C: Substitute C: Character in  C: Branch at  A: 3;
 <New CHARACTER> T: *;
 <Old CHARACTER> T: -;
Finished? Y/N: Y  OK:_;
Substitutions made: 3
EDIT C: Print OK:/C:  C: Branch at A: 3B;
 V:_;
 3B FRIED
    3B1 SUNNY*SIDE*UP
    3B2 OVER*EASY
EDIT C: Done OK:_;

...THROWING AWAY THIS COPY
```

The student leaves NLS returning to the 'QUESTIONS?' level. The "Transparent overlay" on which he has scribbled disappears without trace.

Print branch 3B, please

Commands can be issued in natural language.

```
...USING A DISPOSABLE COPY OF YOUR CURRENT FILE

EDIT C: (Print ) OK:/C: (Branch ) A: (3B) (<CR>);
V: (<CR>);
  3B FRIED
     3B1 SUNNY-SIDE-UP
     3B2 OVER-EASY
EDIT C: (Done ) OK: (<CR>);

...THROWING AWAY THIS COPY
```

The "Tutor" demonstrates how to do it. Notice that the file is in its original state.

REPRESENTATION OF KNOWLEDGE

Much of NLS-SCHOLAR's knowledge is derived from data stored in a semantic network, and from a set of built-in routines that manipulate and retrieve that data in response to queries. The semantic network is a data base of descriptive information represented in attribute-value format. It contains descriptions of actions and their purposes, descriptions of the procedures necessary to accomplish those actions, and descriptions of their effects and consequences. For example, the semantic network contains the description of the purpose of the Delete command as well as the description of the procedure for its use. English renditions of these attribute-value representations are: "The purpose of the Delete command is to delete a structure unit", and "The procedure (for deleting a structure unit) is for the user to type the word DELETE, followed by the name of the structure unit, the address, and two carriage returns".

The semantic network also contains many other kinds of representations, among them the definitions of concepts, the interrelationships between concepts (such as that a statement is an instance of a structure unit), and the sequence of commands necessary to perform each task correctly.

The retrieval routines, taking a user's query as their starting point, look into the semantic network seeking information relevant to that query. For example, if a user wants to know what the line-feed command is used for, his question would translate into a query that would essentially mean: "Find the purpose of the line-feed command". The retrieval routines would attempt several different matching procedures that would eventually yield something like: "The purpose of the line-feed command is to print the next statement".

The retrieval process is assisted by built-in "reasoning" strategies which are called upon when the matching procedures fail. In fact, in many cases the desired information is not directly stored, but can be inferred from available information. For example, if the query were for the procedure for deleting a statement, the matching procedures would fail. However, the retrieval system would still be able to derive the answer via simple deductive inference: it knows that a statement is a kind of structure unit, and it knows how to delete structure units, therefore it can derive the procedure "Type 'DELETE', followed by 'STATEMENT', ...".

Mechanisms such as the ones just described are the seat of the abstract "thinking" abilities of NLS-SCHOLAR. As such, they are not yet very powerful, and much can be done

to improve them.* However, it is important to stress here that there is more to "intelligence" than powerful manipulation of symbols.

People's intelligent behavior is not based solely on internal representations and conceptualizations and their attendant reasoning procedures. People's data bases are not only in their memories, neither are their retrieval "routines" solely introspective. We use the world as a data base, and our senses to retrieve information from it. I don't need to have in my head a representation of what is behind my chair; if I need to know, I can just turn around, look, and see!

Because NLS-SCHOLAR deals with a "world" (the world of NLS) with which it shares much of its own being (i.e., it is a computer program that deals with another computer program), it was relatively easy to endow it with some of this latter kind of "intelligence". For example, to make NLS-SCHOLAR "aware" of the state of a user's work, all we had to do was design it so that it could couple with NLS and use it as a sort of sensor of the "world" of the user's file.

---

*Much work has been done on this problem in the SCHOLAR system dealing with the geography of South America [9].

This coupling of two systems (NLS-SCHOLAR and NLS itself) constitutes an exceedingly powerful tool. First, it makes it possible for the user to ask questions not only about definitions, descriptions of procedures, etc. (such as "What does back statement mean?", "What command prints the back statement?", or "How do I print a file?"), but also about the ever-changing state of his work (such as "What is the content of statement 3A?", or "Where is the CM now?" or "Print just branch 3 for me"). Thus, in addition to searching for answers in a static semantic network we gain the ability to interrogate the dynamic "NLS world" as well.

Second, this coupling provides an easy way of performing a type of "if-then" inference that would be very hard to perform deductively. Suppose a user asked something like

> "If I deleted statement 2B, what would then be the statement number of the statement containing "CORN"?

Finding the answer by deductive reasoning is possible but difficult. Obtaining the answer by using NLS and "sotto voce" deleting statement 2B and then seeing where the statement containing "CORN" ends up illustrates a powerful use of this coupling.*

---

*In fact, a new breed of "intelligent" CAI systems based on this approach has been pioneered by Brown and his co-workers [8].

Third, it becomes possible to propose problems or tasks to a student and to evaluate his solutions in an interesting way. All the system has to do is access the correct sequence of NLS commands for the task, perform them on a fresh copy of the student's file, and then compare the results.

Lastly, NLS-SCHOLAR can use its semantic network and reasoning routines to infer a procedure (such as how to delete a statement), use this information to construct an NLS command, and then execute that command. Thus it is able not only to describe procedures but also to synthesize NLS commands using this knowledge.

OVERALL ORGANIZATION

The overall organization of NLS-SCHOLAR is represented in Figure 2. There is an EXECUTIVE which controls and supervises the main functions of the system (question answering, question asking, text delivery, and task monitoring), services their requests, and provides communication paths among them. When in tutorial mode, EXECUTIVE is driven by an AGENDA containing general instructions of what to do next (deliver text, perform a task as if a tutor were demonstrating how to do it, answer questions, evaluate a student's answers, etc.).

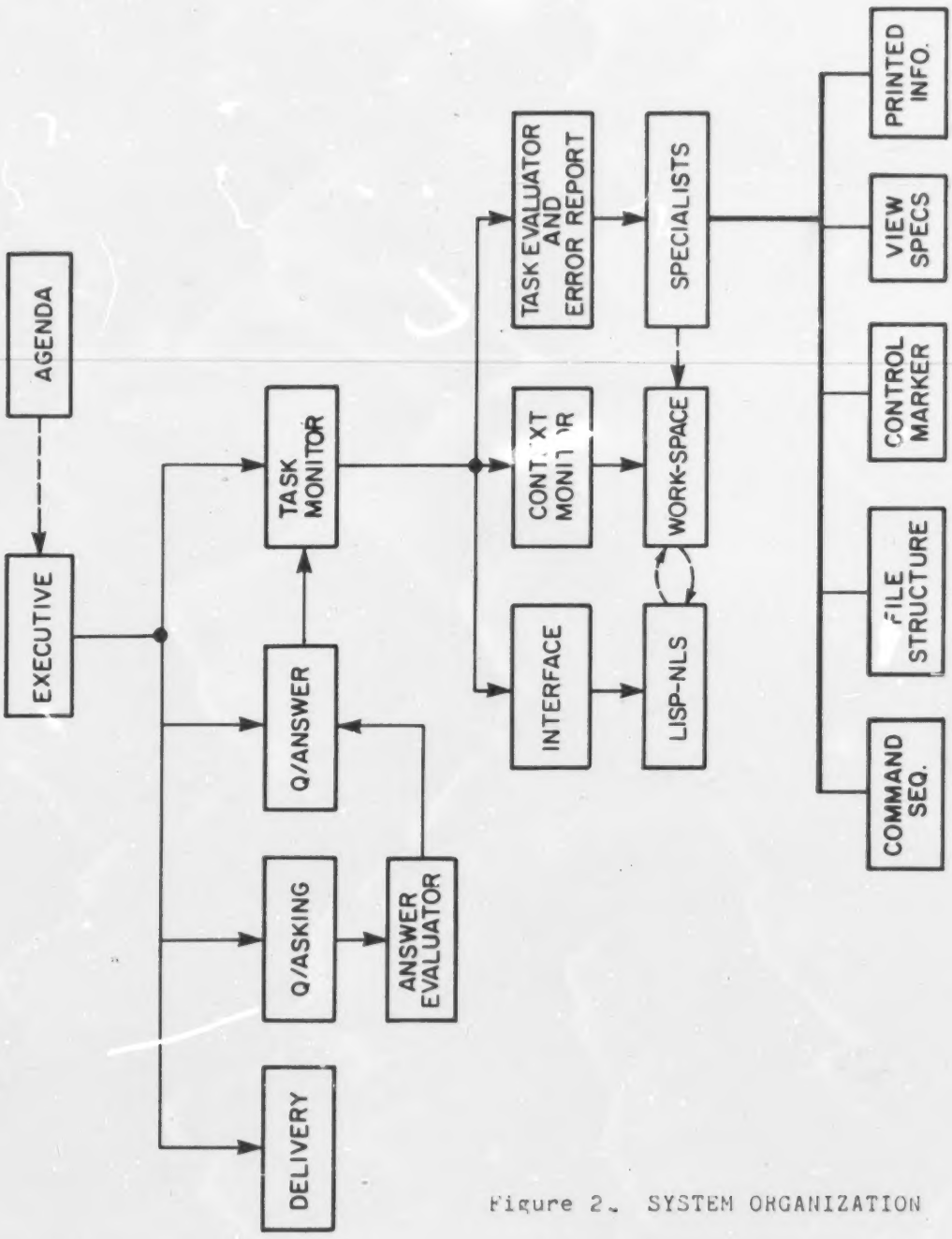

Figure 2. SYSTEM ORGANIZATION

TASK MONITOR decides how to call NLS. It can simply allow users to type their commands directly into LISP-NLS, it can make use of "tutor typing" of commands either retrieved from the data base or synthesized by Q/ANSWER, or it can have these commands executed invisibly to the user.

Q/ANSWER is a facility for responding to a user's requests. Q/ANSWER responds not only to questions whose answers are static (i.e. retrievable from the semantic network as in "Give me some examples of printing commands"), but also to questions which refer to what a user is doing and which have answers that are dynamic, i.e., that change with time. For example, the question

WHERE IS THE "CORN"?

must be interpreted as a call to NLS to find the address of the word "CORN" as it exists in the current file. To do this, Q/ANSWER has to synthesize the appropriate NLS commands

```
Jump Statement 0 <CR>
Jump "CORN" <CR>
.
```

have the context manipulation machinery save the user's environment, perform the commands invisibly, restore the user's environment, and hand back the result of executing these commands to Q/ANSWER which then generates a response.

The parser in Q/ANSWER is an adaption of the top-down, semantically directed parser described by Burton [10],

augmented with capabilities that analyze and label the Case relationships [11,3] existing between the main verb and the noun phrases of an input request. In addition it determines the general category that the request falls into (a request for a definition, procedure, address of some word in the current file, etc.). For example, the question

HOW DO I PRINT BRANCH 3A?

parses into the form

```
(QFIND/PROCEDURE ((AGENT USER)
                  (VERB PRINT)
                  (OBJ BRANCH (ADDR 3A))))
```

Thus the interpretation of a request is a LISP function which can then be evaluated (executed) to retrieve an answer. That is, QFIND/PROCEDURE is a LISP function that takes a Case parsed sentence as its input, retrieves the correct response from the data base, and outputs the answer. In our case, the answer is:

> THE USER PRINTS BRANCH 3A USING THE PRINT COMMAND.
> PROCEDURE: HE TYPES 'PRINT', FOLLOWED BY 'BRANCH', '3A', <CR>, THE VIEWSPECS, AND <CR>.

Only the general procedure for printing a structure unit is in the semantic network. Q/ANSWER instantiates elements specific to the request, in this case the specific structure unit 'BRANCH' and the specific address '3A' (but not the specific viewspecs because they were not stated in the request).

Q/ASKING-is a facility that generates questions for the

user to answer. (Although this is not demonstrated in the protocol, the system occasionally asks questions as well as answering them.) If the student's answer is found to be correct, the lesson continues. If it is only partially correct, the part in error is pointed out and another question of the same type is generated. The student does not have to answer the question immediately; he can ask questions and obtain answers from the system, which will then remind him of the question it asked that is still unanswered. The following sample dialogue illustrates this facility. (Parts typed by the user are underlined.)

WHAT STATEMENTS ARE IN BRANCH 3B?

3B1 and 3B2

CORRECT. HOWEVER, YOUR ANSWER IS INCOMPLETE.
3B1 AND 3B2 ARE O.K.
YOU COULD ALSO INCLUDE 3B.

WHAT STATEMENTS ARE IN BRANCH 1?

Give me a definition of a branch

A BRANCH IS A STATEMENT PLUS ALL ITS SUBSTATEMENTS.

NOW PLEASE ANSWER MY QUESTION.

1, 1A, and 1B

VERY GOOD

Observe that only the question type is preselected; Q/ASKING knows how to select valid branches right out of the user's file, and to generate questions accordingly.

TASK EVALUATOR and ERROR REPORT base their analysis of a completed task on a state vector of five components:

1) The commands used by the student.
2) A representation of the structure and contents of the file.
3) The position of the control marker.
4) The state of the "viewspecs" (what kind of a "viewing filter" was used to view the file).
5) What the student actually printed.

Each of these components defines a "specialist-reporter": a program that knows how to diagnose errors within its specialty and how to indicate to the student what was wrong. For example, the File Structure specialist-reporter compares the result of a student's execution of a task with the correct result and classifies the discrepancies into three cases: something missing, something extra, or something that has a different content. In each case, only enough information to show the discrepant parts is shown to the student ("I wanted you to change xx into yy, but instead you changed zz into tt").

CONCLUSIONS

As computer systems grow in power, sophistication, and complexity, it becomes more and more difficult to become (or even remain) an expert in their usage. Many users prefer sticking to the outdated but familiar facilities offered by a new upward compatible system rather than learning to use

the new, more powerful facilities. With the advent of large, geographically dispersed computer facilities, it becomes more and more difficult to get hold of the resident expert and ask him to look over one's problems. There is a real need for something to take these experts' places. We believe that the class of "intelligent" on-line assistants and tutors of which NLS-SCHOLAR is a prototype are a promising solution to this problem.

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